

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result and the discussion of the research finding. The data analysis which have been collected from the observation, test, interview, and documentation. The main point of this chapter is to describe the implementation of teaching vocabulary through contrived learning to the students of MTS 04 Blagung. In order to reach the objectives of the study, the researcher applies two cycles which include planning, acting/implementing, observing, and reflecting in every cycle.

A. Results

1. The Implementation of Teaching English Vocabulary through Contrived Learning to the First Year Students of MTS 04 Blagung.

Based on the observation and information from the English teacher, the students still had limited vocabulary and difficulties to pronounce the words. It was known when they were asked to read sentences loudly and when they did exercise about vocabulary. The students still often opened the dictionary to find the meaning of difficult words. Even to find the easy words, they still need dictionary. From interview with the students, they get a difficulties to memorize

the meaning of words. Even they thought that English lesson was boring and difficult.

Overcoming the problem above, the technique in teaching learning process and how the teacher brings the class into the lesson were very important. In this study, the researcher used a technique to teach English namely, teaching vocabulary through Contrived learning. In every action, the researcher made a lesson plan. The topics that was used by the researcher in short stories were are *Roro Jonggrang*, *the Legend of Toba Lake*, and *Golden cucumber*. From these short stories there were exercises that should be done by the students such as chunk identification, matching, completing, word family identification, and re-writing. Besides, to improve their vocabulary the researcher gave exercises which contained finding the meaning of words in text, choosing the right preposition, completing the dialogue, reading and practicing the dialogue, and completing the missing words.

To measure students achievement in learning vocabulary, the researcher gave the written test. The form of the written test that was used by the researcher were various, such as exercises which should be done based on the texts likes chunk identification, matching the words, completing, word family identification, and re-writing. Those exercises contained of 25 items and each item had two scores. The other exercises such as finding the meaning of words, choosing the right preposition, completing the dialogue. It contained of 10 items

and each item had one score. It was given to measure how the students could memorize the meaning of the words. Besides that, the researcher gave text of dialogue to give opportunity to the students to practice speaking English, in order to make the students active in speaking English and had good pronounciation.

In teaching learning process, the researcher found that the students had difficulties in learning vocabulary. The researcher also found problems in every teaching action. When the problems were found in action one, the problem should be solved in action two, and so on. This research consisted of two cycles. Each cycle consists of three meetings the description of each cycle could be explained as follows

a. Before Cycle

Before doing action, the writer conducted observation to know the pre-condition of the students before the classroom action research was done. Before doing an action in the class, the researcher designed a lesson plan to guide her in teaching-learning process and gave pre-test (appendix 2). The result of pre-test is showed that most of the students were still confused and wrong to write the meaning, to pronounce and to spell the word. After finding the fact that the students' vocabulary was low, the researcher tried to increase the students' vocabulary improvement by choosing a new technique to teach English through contrived learning.

b. Cycle 1**1) Planning**

Before doing an action in the class, the researcher designed a lesson plan to guide her in teaching-learning process. The material was “*Roro Jonggrang*”. The researcher taught by using contrived learning. Following the passage were chunk identification, completion, matching, word family identification, and rewriting exercises.

2) Implementing

In implementing the phase, the researcher did the action by teaching the first year of MTS 04 Blagung through Contrived learning using short story. The researcher used short story as starting points to introduce new materials in solution to the students difficulties. In this phase the researcher taught the lesson using short story in order to increase the students’ vocabulary improvement.

a) The First Meeting

The researcher conducts a research on Wednesday, February, 23, 2011, at 08.30 am. The English teacher introduced her to the students and explained that the researcher would teach them. Then the researcher started opening the class by greeting, and checking the students attendance from the list, beginning the leasson. The

students looked quite and silent. Then, the researcher gave a short explanation about the teaching technique which would be used, that was Contrived Learning. Even though they looked not really understood about her explanation, they tried to pay attention to what the researcher said. The explanation was repeated again by the researcher in Indonesia in order to make the students understand with the material. Then, the researcher gave pre-test that should be done by the students.

She distributed the pre-test material and after that the researcher asked the students to do the pre-test. Then, the students did the pre-test. After they finished doing the pre-test, the researcher called some students to write their work on the blackboard. While they wrote on the blackboard, the researcher checked around the other students' work. After checking the students' work, the researcher concluded that all of students still translated sentences word-by-word and they still wrote wrong words.

After that she explained for a moment about the pre-test to make sure the students understood and how to learn vocabulary through Contrived Learning, she distributed the copy of the story for exercises 1. The title of the short story was *Roro Jonggrang* (Appendix 5)

She stood in front of the class and told the story. The students listened to from their desk. They seemed enthusiastic and relaxed listening to the story. After telling the story, she asked some students to read the story but the students still felt shy to read and their pronounciation was low. It could say that the students is passive in speaking. The researcher gave motivation and advice to the students to love reading in order to their pronounciation better. After that, the researcheer wrote dawn the difficult word to make the students easy to understand learning through Contrived Learning. (appendix 4). The researcher didn't explain on that day because the time of the subject was over. Finnaly the students could bring the story copied and they could find the meaning of these words, and they could ask about the difficult word or meaning in the next meeting.

b) The Second Meeting

On Friday, February, 25, 2011 at 07.00 am, the researcher came to the class for the second meeting. After praying, greeting, and checking the students attendence, the researcher began the lesson. The students had prepared the copies which they brought the day before. The students were very calm and still fresh because it was the first

lesson. This good condition because the students would focus and pay attention in the lesson. Then, she gave question before teaching, like : “Have you finished reading the Roro Jonggrang Story?”. Some of the students answered “Yes I have”. Then the researcher chose two students to read the story and chose two students again to retell that story in Indonesia. The students became brave to speak, it was a good point because it was different with the first meeting that they were quite. But their pronunciation was still low. Next, the reseacher gave some exercises to the students.

In this meeting, the researcher asked them “ how about the exercises? Is it difficult for you?” then, some students answered “No Miss” and some students answered “Yes Miss”. After that, the researcher gave question again, “Who wants to answer the question?” Erika said” me Mom”. Erika tried to answer the question no 1, she wrote down the question and asnwered it. Then, there were many students tried to answer the exercises. After that, the researcher checked the answer one by one. Based on their work, still many students had wrong in pronunciation and practice of writing, they also didn’t understand about those exercises.

After that the researcher distributed the exercises 2. These exercises were not using the short story (appendix 7). The researcher explained the instruction of the exercise that must be done by the students. While doing the exercises, the students were allowed to open the dictionary. Because the bell was ringing so the time of the lesson was over, but the students had not finished their work, so the researcher asked the students to finish them at home.

c) The Third Meeting

The researcher conducted a research on Wednesday, March, 02, 2011 at 08.30 am. After greeting and checking the students' attendance, the researcher gave the warming up to the students by reviewing the previous lesson and discussing their homework. There were questions and answer between the researcher and students about the homework. In this action, many students could join in the class like speaking to answer the question from the researcher and they become more active then before meeting. The purpose was to build the students' awareness about their vocabulary.

In the next section, the researcher told the students that she would teach about how to use preposition in context. To make sure the students understand about preposition, then the researcher gave worksheet to the students. They did the next exercise (appendix 9). The students worked individually. After 15 minutes, the researcher checked the answers one by one. The researcher called two of students to answered no 1 and 2. Melani who answered no 1, her answer was correct. Next, Beni answered no 2. His answer was incorrect. Then Siska tried to answer no 2, her answer was correct.

In the next exercises, the students filled the dialogue with the suitable answer of making conclusion in 10 minutes. After that, the researcher asked to read or to tell their answers one by one.

d) Observing

Besides doing the teaching process, the researcher also observed the action to know the students' behaviour and their feeling during the lesson. She observed the teaching learning process by monitoring the students' activity in this action. She opened the class by greeting and ckecking the students attendance, then explained about contrived learning, in this technique the researcher used short story which had following

passage, such as chunk identification, completion, matching, word family identification, and rewriting exercises. They were enthusiastic while the researcher was teaching, but sometimes they just keep silent or smiled when the researcher gave question. Although first time the students felt shy, but after the next meeting they didn't look ashamed with the researcher. They were very active in the classroom and they always tried to answer eventhough their answer was wrong. They always did and finished the exercises or the test given by the researcher. They also asked to the researcher if they had found the difficult words.

Teaching vocabulary through contrived learning could increase students' vocabulary. It could describe before action the researcher implemented, most of the students had difficult to spell and pronounce the words. They didn't know the meaning of the common vocabularies, so that they must opened the dictionary. It could be proven by their pre-test score that was 49,75 (table 4.1). After implementing the cycle 1, the students become better in spelling and pronouncing the word. Most of the students were correct answering the questions but some of them were still wrong answering the questions. They become more active in the class, and they knew the meaning of the words without opened the dictionary

again. In order to know the students' vocabulary improvement, it was important for the researcher to conduct a post-test 1. The post-test was done after the third lesson, in the end of cycle 1. It was carried out outside the lesson time. The researcher gave a post-test to the students to see the increasing score before and after the action. Their vocabulary score in post-test 1 was 68,25 (table 4.1).

Based on the result of cycle 1, the writer concluded that through Contrived Learning in teaching vocabulary, the students become more active in speaking and writing English vocabulary. Specially, from the short story as the material.

e) Reflecting

After analyzing the result of action in cycle one, the researcher can conclude that it is very important for her to review the material because most of the students did not understand the meaning of the words. She should give more attention and keep approaching the students because there were one girl and one boy who always kept silent all the time. She should also read and tell the story slowly in order that the students could follow the story. Beside that, the researcher asked the students to read the story and retell the story in Indonesia to make sure their pronunciation and of course know the meaning. She always reviewed the material before

she gave the new materials. She asked the students one by one and gave some questions orally about the last meeting. She should give support to them who did not answer while the researcher gave some question to them. She should give the meaning of words or pronounce the words when they did not understand.

The result in cycle one had not gave satisfying result, because the researcher still found many problems faced by the students. For example, when the researcher asked the students to speak only few students spoke, and when the researcher asked the students to rewrite the sentence just few students were motivated to do the test, while others did it carelessly. In such a situation they were quite, so they unmotivated to read and speak the sentences. Some students were still afraid if they made mistakes when the pronounced these sentences. Moreover, the students' vocabulary was still low, specially when they choose the equivalent words rewriting. It was necessary for her to conduct the cycle two. In cycle two, she used the same method but different ways and material were more carefully prepared. The weakness founded in cycle one should be solved and must not be repeated in cycle two.

c. Cycle 2

1) Planning

Before doing an action in the class, the researcher designed a lesson plan to guide her in teaching-learning process. Based on the first cycle, it is necessary for the researcher to solve the problems faced in the first cycle. It encouraged her to create a better frame work of introducing new vocabulary. Various exercises can make the students have better increasing vocabulary. The researcher thought by using contrived learning, following the passage such as chunk identification, completion, matching, word family identification and re-writing. Besides that, the researcher added materials are the following themes: finding the synonyms, opposite of words, matching of words, collocation of thing in a short story. The researcher used short story entitled "*The Legend of Toba Lake*" and "*Golden Cucumber*".

2) Implementing

In this phase, the researcher implemented the same action with cycle. The researcher brought new materials and used new short story in teaching learning process. The

purposes of the implementing activity is giving the ways to solve the problems faced in the first cycle.

a) The first Meeting

The researcher conducted a research on Friday, March, 04, 2011 at 07.00 am, the researcher came to the class. After praying, greeting, and checking the students attendance by calling the name one by one based on the name list. Before beginning the lesson, she reviewed some materials to the students. She asked some students to answer the questions orally. She asked Siska “Ok, Siska do you know the meaning of “Pass away”?”. Erika answered “Yes miss, I know that the meaning is “meninggal atau mati”. Then she asked Yusuf “Yusuf do you know the meaning of “Go out”?”. Yusuf answered “Yes miss, I know that the meaning is “pergi”. Then the researcher asked again to Anisa “can you tell me, what should you tell if you hear that your friend was accident” Anisa answered “mmmm..... I’m sorry to hear that”. “Yes, that’s right” she responded.

After that, the researcher distributed the copy of exercise to the students. Before the researcher asked to the students to do the exercise, she explained the fixed

preposition or idiom words (appendix 11). Then, the researcher asked the students to do these exercises in 15 minutes. After that, the researcher checked the students answers, she pointed the students to speak by reading their answers orally. The next exercise, from exercise sheet 1 the students make a sentence using idiom word. After that, the students spoke by reading their work and writing on the blackboard. Most of the students understood using idiom words in sentence. Based on this meeting, the researcher pointed that students became more active than previous cycle.

b) The Second Meeting

The researcher conducted a research on Wednesday, March, 09, 2011 at 08.30 am, the researcher came to the class. After greeting, and checking the students attendance by calling the name one by one based on the name list, she began the class. The students were noisy and they were eager to know what kind of exercise would be done. The researcher tried to create a good atmosphere in the class. She gave questions to review the before meeting. "Ok class, Dou you still remember the idiom words?". The students just kept silent. Then, she repeated again the question in Indonesia. Later, most students answered

together in English. Next, the researcher asked to the students “What is the meaning of these words?”, the researcher wrote down some of the idioms such as : give up, drop out, run away, broke up, ect. Then, the students answered together orally.

After that, the researcher gave the copy of the short story entitled “*The Legend of Toba Lake*” (Appendix 14) and also gave the copy of students worksheet. Then, the researcher asked the students to speak by reading the story slowly and loudly in front of class. The researcher chosed one of the students to read the story. Nofi is the girl who wanted to read in front of class; she read slowly and loudly. The other students kept silent and paid attention the text. Nofy had better pronunciation than last time when she read the story. Then, the students worked in pairs to answer the exercise. To know the answers of student, the researcher checked the students answer. Next, the researcher asked to the students, “Are there difficult questions in these exercise of you?”. All the students answered “No Miss”. Based on this meeting, the students’ vocabulary was better and active than the previous cycle.

c) **The Third Meeting**

The researcher conducted a research on Friday, March, 11, 2011 at 07.00 am, the researcher came to the class. On Friday the first schedule is English. the researcher led the students to pray after that, the researcher continued giving greeting to all of students. After that, the researcher checked the students attendance by called one by one from the list. The researcher said that the day was the last meeting in giving the lason material. So the next meeting would be held post-test 2. One of the them suddenly said “ *Berarti, hari ini miss endah terakhir ngajar ya? Dan besok ulanagan ya miss? soalnya jangan susah-susah ya miss?*” the researcher answered “ Yes, tomorrow I will give you post-tes 2 and become the last test. And my sweet students don’t worry the test is easy for you”

The researcher began the lesson by giving dialogue text and ask the students to practice in front of class (Appendix 16). The researcher gave the time for about 10 minutes to practice. The researcher called four students namely: Maya, Khabib, Adi, and Ririd. Then they came foward to practice the dialogue. They speak slowly and loudly and other students kept silent and paid attention.

From the performance of the students, the researcher concluded that they were confident and their pronunciation was good.

After finishing the dialogue, the researcher gave the work sheet to the students. Then, the students read and tried to do the exercise with calm. They could ask to the researcher or the other students if there had been the difficult words, and they wouldn't have known the meaning. The researcher gave the time 15 minutes to finish their work.

The researcher called the name of the students who have low ability in previous cycle to check their answer, such as Kusuma, Dima, Fedri, Dikki, Wahyu, astuti, Nur, Rozikin, Martina, and Viki. They showed good progress in the lesson time. Then, the researcher continued the text questions. The students might answer voluntarily. Erika who become a volunteer to answer the question orally; she had good pronunciation and her answer was correct. Because still there are some questions, the students and the researcher answered together.

3) Observing

Based on the observation and action was done by the researcher, the students had progress in teaching learning process. It was expected that the result in second cycle would be better than first cycle. The researcher opened the class by greeting, ckecking the students attendance. In cycle 2 the researcher used short story entitled "*The legend of Toba Lake*" and "*Golden Cucumber*", following the passage such as chunk identification, completion, matching, word family identification, and rewriting exercises. Besides that, the researcher added a dialogue to increase their pronounciation and vocabulary.

Teaching vocabulary through contrived learning could increase students' vocabulary. It could described from the cycle 1 when the students spoke or read the text, they could spell and pronounce the word better than before cycle. Then, the students always answered the exercises although some of them still fals in answering the questions. However, showed that the students brcome brave and felt confidence. In the cycle 2, the students' vocabulary ability got more significant progress. It could be seen when they read the text and practiced a dialogue, the students could spell and

pronounce the words correctly. Then, they could answer the questions correctly from the exercises and knew the meaning.

The improvement of students vocabulary can shows from their score. The result of pre-test was 49,75 and post-test 1 was 68,25. The researcher conducted post-test 2, after doing the third lesson plan in cycle 2. The purposes was to know the increasing of the students' vocabulary achievement after the action in cycle 1. The result of post-test 2 was 79,45

Based on the result of post-test 2, the researcher concluded that through Contrived Learning in teaching vocabulary, the students can increase their vocabulary mastery, like describe in the table 4.1.

4) Reflecting

Based on the result of the observation, the reseacher always evaluated the students' vocabulary in action procedures of teaching learning process that she carried out. The result implied that the students can increase their vocabulary mastery in teaching vocabulary through contrived learning. The students responses this technique is very good. They were very enjoyed and enthusiastic to join in the class when the teaching learning process. The students always followed what the researcher asked, and they looked happy also enjoyed. They

want become volunteers although the researcher not asked them. Besides that, the students become active, brave, seriously, confident, and full of concentration. When the researcher gave the students worksheet or the copied of material they always enjoyed and enthusiastic and did all the exercises. The students become active in speaking and writing English vocabulary. Specially, from the short story as the material. To know the achievement increase of vocabulary, the researcher conducted the second post-test. It was conducted after cycle 2 and carried out outside the lesson time.

d. After Cycle

After conducting two cycles of the action research and all the problem are solved, the writer conducted post-test to see the students' achievement. The material of post-test is "*Golden Cucumber*". The researcher made 25 questions based on the following passage such as: chunk identification, completion, matching, word family identification, and rewriting exercises. During the students did the post-test, the writer walked around the classroom to watch the students. After 40 minutes, all of the students submitted their post-test answer to the researcher. The analysis of the students' post-test result shows that the students' score is better than pre-test and post-test 1. Most of them have good score and can increase their vocabulary ability.

2. The improvement of Students' Vocabulary Mastery

The result of research is benefit in finding the improvement of students based on their result of teaching learning process. Therefore, the researcher conducts some test in order to be able to evaluate this improvement. To know whether the teaching vocabulary through contrive learning can increase the students vocabulary ability or not, the researcher compare the score before and after treatment.

In making the score of the test, the researcher uses the formula:

$$S = R/N \times 100$$

Where:

S= the score

R= the total number of correct answer

N= the total number of items

Whole in counting the mean, the writer uses the formula:

$$M = \text{total score} / N$$

Where: M= Mean score

N= Total number of students

(In which N= 40 students)

The complete result of students vocabulary can be seen in appendix 1 while result can be summarized as follows:

Table 4.1: The result of Pre-test, Post-test 1, and Post-test 2.

Score	Pre-test	Post-test 1	Post-test 2
0 – 29	1	-	-
30 – 49	10	-	-
50 – 69	27	18	2
70 – 89	2	22	33
90 - 100	-	-	5
Students	40	40	40
Total scores	1990	2730	3178
Average scores	49,75	68,25	79,45

$$M1 = \frac{\sum pre - test}{N} = \frac{1990}{40} = 49,75$$

$$M2 = \frac{\sum pre - test 1}{N} = \frac{2730}{40} = 68,25$$

$$M3 = \frac{\sum pre - test 2}{N} = \frac{3178}{40} = 79,45$$

Where M = Mean Score

N = Subject (number of student)

After comparing and computing the result of pre-test, post-test 1, and post-test 2, it can be seen that teaching vocabulary through contrived learning can increase the students' vocabulary. It is shown by the increasing result from the pre-test, post-test 1, and post-test 2 score. In pre-test the highest score is 70, the lowest score is 20 and the mean score is

49,75. Meanwhile, in post-test 1 the highest score is 85, the lowest score is 50, and the mean score is 68,25. And in the post-test 2 the highest score is 100, the lowest is 60, and the mean score is 79,45.

Teaching vocabulary through contrived learning has strong influence in increasing the student's vocabulary mastery. From 40 students, there are 39 students who had increased their vocabulary ability; 1 students had decreased their vocabulary ability. It happened because there are students that really pay attention in teaching-learning process. The students who had increased score are the students who always pay attention and are active in the class. The students who had decreased score are the students who don't pay attention and are not active in the class.

B. Discussion

Teaching vocabulary through Contrived learning at the first year students of MTS 04 Blagung was conducted in two cycles. Each cycle consists of three meetings. From the cycle 1, the researcher concluded that the students had limited understanding about English vocabulary because they couldn't do much practice speaking by reading the text, and couldn't do English exercise and find the meaning of some words in the text. It could be proven by the students average pre-test score, that was 49,75 on the students vocabulary was low.

After the problem had been analyzed, Contrived learning was determined to overcome the problems. The researcher used materials from

short story in contrived learning. To make the students understand how to learn vocabulary from the short text, Ellis (1991:33) states that vocabulary in story is presented in vivid and clear context and the illustrations help to convey meaning. Both the context and the amusing situations can make the vocabulary easy to remember. Then, the classroom action research was held.

The result of implementation of teaching vocabulary through contrived learning can be seen from pre-test and post-test score results. After one cycle had been done, the researcher conducted 2 post-tests. Its aim was to know the students' improvement. There was increasing and decreasing result. From 40 students, there are 39 students who had increased their vocabulary ability, 1 student had decreased their vocabulary ability. In pre-test the highest score is 70, the lowest score is 20 and the mean score is 49,75. Meanwhile, in post-test 1 the highest score is 85, the lowest score is 50, and the mean score is 68,25. And in the post-test 2 the highest score is 100, the lowest is 60, and the mean score is 79,45. So, teaching vocabulary through contrived learning is appropriate and helpful for the learners to increase the vocabulary mastery.

Table 4.2 :The table of changes of the students in teaching vocabulary through contrived learning

No	Aspect of Vocabulary	Before Cycle	After Cycle
1.	Spelling the word	In cycle I most of the students made mistakes in spelling the words.	In cycle II, most of the students made changes. They could spell the words correctly. Because they always practice in speaking or read story text and practice a dialogue.
2.	Pronouncing the word	In cycle I most of the students made mistakes in pronouncing the word	In cycle II, most of the students made changes. They could pronounce the words correctly. Because here, they always practice in speaking or read the story or dialogue to pronounce the word.

3.	Meaning	In cycle I most of the students could not understand about the meaning of words.	In cycle II, most of the students could understand about the meaning of the words. because the researcher always ask the students to practice in speaking and writing, so it's make the student easy to memorize the words.
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The students admitted that they loved this technique, so they did not feel bored, but they were interested to join the teaching learning process. The students looked enjoyed the lesson. They also admitted that they become active in speaking and writing in the class, seriously, and full of concentration in the classroom. They were motivated to increase their vocabulary.

Based on the explanation above, the researcher concluded that the research was successful and the technique of Contrived Learning could increase the students vocabulary. The improvement of students vocabulary could be seen in the improvement of students scores. The result of the pre-test and post-test showed the significant improvement.

Finally, although the student have difficulties in vocabulary, meaning, pronouncing also convidence, but through contrived learning which focuses on speaking and writing, it can make the students active, so the students could learn English easily, happily, and enthusily in joining teaching learning process. Therefore, the students become active and can increase their vocabulary ability.